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Integration has not been complete because of deliberate racial discrimination in housing and the failure of school officials to take any administrative action to stop segregation of schools.

In order that children will have a fuller and better education, plans to integrate the schools have been proposed. One way is to redistrict so that in each district there will be children of a more varied background. Another way is to have all the students of one grade go to the same school. A third way is to close the segregated Negro school and redistribute the pupils.

Two administrative devices to aid integration are 1) to locate new schools in areas equal in white and Negro population, and 2) to modify "feeder" patterns so that there is no concentration of one racial group in any secondary school.

The best features of all of the plans should be incorporated into one comprehensive plan so that integration is complete.

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A GIFT TO THE PEOPLE OF NORWALK
BY THE CITIZENS INTERGROUP, INC., Norwalk, Connecticut
June, 1968

PROJECT:INTERGROUP, INCORPORATED

P. O. Box 385

Norwalk, Connecticut

To The People of Norwalk:

Project:Intergroup, Inc. was formed for the announced purpose, as set forth in its charter, ". . . to better and improve intergroup relations in the City of Norwalk. . . by assisting the various agencies and groups in Norwalk to understand each other's problems, and by self-help or otherwise, to reduce or remove the causes or results of intergroup tensions".

In keeping with such purpose, and believing further that only an informed citizenry can make wise, democratic and effective decisions, Project:Intergroup, Inc. has made this educational and informational pamphlet available to you.

We, the Officers and Directors of Project:Intergroup invite your comments and reactions and hope that this booklet will assist you in your efforts to resolve the problems growing out of racial imbalance in our schools.

Clifford Barton,
Chairman.

Clifford Barton

Cover contributed by Joseph Lasker

There are compelling moral, educational and civic considerations which require the prompt desegregation and the development of genuinely integrated education in the public schools of Norwalk; and it is to be hoped that these goals can be attained in our community without the bitter strife and harmful notoriety which have accompanied this process elsewhere in the North.

Any solution of our school segregation problem will necessarily entail a disturbance of old privileges and practices and ways of thinking which have developed over a number of years -- and which, for some people, may have grown comfortable. Inconvenience for some is an inevitable correlate of all social change. But a change from the existing segregated school situation is imperative; and our task, as a community, is to find the way to effect it with as little disruption as is consistent with democratic values.

We have the right to expect our Board of Education and Superintendent to give primary leadership in accomplishing this professional task. But we also have the responsibility, as citizens, to make sure that the public schools of our community develop in the direction of equality of opportunity for all children.

Project Intergroup offers no blueprint for the integration of our schools. We believe, however, that democratic public discussion which is based upon understanding will help our school authorities to find and

implement the approach which best fits our conditions and needs. It is to this end that we here undertake briefly to define and interpret the problem and some of the issues involved.

## Segregation in Fact

Norwalk's school segregation problem centers mainly around the fact that the enrollment of the Nathaniel Ely Elementary School is more than four-fifths Negro. Including Puerto Ricans, this school's minority-group pupils constitute well over 90 per cent of the total enrollment.

Yet, at the time of the 1960 Census, Negroes accounted for only 7.8 per cent of the City's population; and the proportion for all non-whites was only 8.0 per cent.

Although the Nathaniel Ely situation poses the most critical problem at this time, it is important to note that gross racial disproportions are characteristic elsewhere among our public schools. On the basis of the Board of Education's recent ethnic survey[1] (which presumably counted most Puerto Ricans as "white"), our 20 elementary schools and 6 secondary schools may be grouped as follows:

35.0% to 81.0% Negro enrollment (3 elementary, 1 secondary)

| | |
|---|---|
| Nathaniel Ely (81.0%) | Columbus-Lincoln (46.0%) |
| West Avenue (58.9%) | Benjamin Franklin Jr. High (35.1%) |

13.0% to 34.0% Negro enrollment (no schools)

8.0% to 12.0% Negro enrollment (4 elementary, 1 secondary)

| | |
|---|---|
| Washington (11.9%) | Brien McMahon High (9.2%) |
| Tracey (11.8%) | Magrath (8.7%) |
| Marvin (9.3%) | |

1.0% to 7.0% Negro enrollment (6 elementary, 4 secondary)

| | |
|---|---|
| Roger Ludlow (7.0%) | West Rocks Jr. High (3.8%) |
| Jefferson (6.6%) | Nathan Hale Jr. High (3.5%) |
| Ponus Ridge Jr. High (5.5%) | Roosevelt (2.7%) |
| Norwalk High (4.6%) | Kendall (2.5%) |
| Winnipauk (4.0%) | Brookside (1.2%) |

[1] Published in The Norwalk Hour, June 14, 1963

Less than 1.0% Negro enrollment (7 elementary)

| | |
|---|---|
| Broad River (0.7%) | Honeyhill (0.0%) |
| Cranbury (0.2%) | Naramake (0.0%) |
| Fitch (0.0%) | Rowayton (0.0%) |
| Fox Run (0.0%) | |

Thus, as regards the racial composition of enrollments, our schools are strikingly polarized: 4 schools with from 35 to 81 per cent Negro; 22 schools with from 88 to 100 per cent white; and none in-between (i.e., 13 to 34 per cent Negro, or 66 to 87 per cent white).

On the elementary level, 73 per cent of the 1,062 Negro pupils are enrolled in only three schools -- Nathaniel Ely (337), Columbus-Lincoln (304), and West Avenue (138). Four schools with an aggregate enrollment of 1,960 pupils -- Broad River, Brookside, Cranbury and Winnipauk -- share only 20 Negro pupils among them. And in five schools, the 2,394 white pupils enrolled do not have even one Negro classmate.

On the secondary level, Benjamin Franklin receives most of the students entering junior high school from Nathaniel Ely and Columbus-Lincoln, and approximately one-half of those from West Avenue. The junior high school grades of Brien McMahon also receive many students from Columbus-Lincoln. Benjamin Franklin, in turn, sends most or all of its graduates to the senior high school grades of Brien McMahon. Thus it is that 313 (70%) of the 447 Negro students attending secondary schools are enrolled at Benjamin Franklin and Brien McMahon. Only 89 (20%) of these 447 Negro children are among the 2,055 students enrolled in the junior high school grades of Nathan Hale, Ponus Ridge and West Rocks; and only 45 (10%) of them are among the 976 senior high school students at Norwalk High.

In short, the distribution of enrollments in our public schools is structured very substantially along racial lines. Only a few of our children have even the possibility of genuinely integrated school experiences,

especially on the elementary level. And in the light of 1960 population ratios, the overwhelming concentration of Negro and Puerto Rican children at the Nathaniel Ely School represents an extremely high degree of minority-group segregation.

## How It Happened

This school segregation in Norwalk is not a result of legal prescription, nor is there evidence of purposeful action by school authorities to bring it about. Rather, it stems from quite deliberate racial discrimination in the availability of housing, along with the failure of school officials to take any administrative action designed to forestall the development of segregated schools.

Until recently, Norwalk's Negro population was very small, and Negro children were distributed among a number of schools without major concentrations in any of them. This situation changed, however, with the rapid increase of Negro population following World War II. Just between 1950 and 1960, for example, the Negro population grew from about 2,300 to approximately 5,300. This represents an increase of 127 per cent during a decade when Norwalk's total population increased only 37 per cent.[2]

Most of the non-white newcomers to Norwalk were poor; many had limited education; and a majority were natives of other states. Illustrative are comparative figures for the City's total and non-white populations in 1960.[3]

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[2]"Master Plan Study of Population: Fact Sheet" (Revised), Norwalk City Planning Commission, Spring, 1963.

[3]Derived from U.S. Census of Population, 1960. PC (1), 8 C Connecticut, General Social and Economic Characteristics, Tables 72, 73, 77.

| | Total | Non-White |
|---|---|---|
| Median Family Income (1959)..... | $7,420 | $4,776 |
| Population 25 years Old and Over: | | |
| Median years of schooling..... | 11 | 9 |
| Less than 5 years of schooling.... | 5% | 11% |
| Total Population: | | |
| Born in Connecticut..... | 58% | 35% |
| Born in another state..... | 38% | 54% |
| State of birth not reported..... | 4% | 11% |
| Population 5 years Old and Over: | | |
| Resident of another state in 1955. | 11% | 16% |

Racial discrimination and low incomes have operated together to restrict most Negro residents to a few areas of the City.[4] The main concentrations are northward along the New Haven Railroad line from Veterans Memorial Park to Catherine Street and west of Main Street, in the business area of South Norwalk between Water Street and Flax Hill Road, and farther to the south around Roodner Court. Generally, their children attend the nearest schools, which accounts for their disproportionate concentrations in a few institutions -- especially Nathaniel Ely, West Avenue, Columbus-Lincoln and Benjamin Franklin.

This development is interpreted by some people as "natural school segregation", implying that somehow it "just happened". But they overlook two important considerations. First, it is well known to Negro residents, if not to their white fellow-citizens, that real estate interests in Norwalk have consciously defined and effectively maintained certain residential areas as out-of-bounds for non-white families. Second, there was no requirement that school district boundaries be kept more or less fixed, thus

[4]Judging from some recent public statements, it seems not to be common knowledge that even professional Negro families with substantial incomes are not permitted to rent or buy homes in many of the most desirable residential areas of Norwalk.

assuring that growing Negro residential concentrations would lead to increasingly segregated schools. If the maintenance of integrated schools had been an important purpose of school authorities, they could have forestalled or minimized the development of school segregation through site selection, rezoning and other means, even though residential segregation was a fact.

The main concern of our community today, however, is not how school segregation developed, but what are its consequences and what should be done about it. And these questions center most urgently around the Nathaniel Ely School.

## Inferior Education

Current and probable future trends in American society suggest two educational goals, among others, which are especially relevant to an evaluation of school segregation. First, the manpower needs of the nation and the economic-survival needs of individuals and their families require that the masses of our young people obtain effective education through high school and beyond. Recent developments and all economic forecasts indicate rapid growth in the need for workers trained for professional and technical occupations and for skilled craftsmen, and the rapid decline of jobs for unskilled workers with little education.[5] Second, as all who read the newspapers must realize by now, our society is developing in the direction of integration, with full and equal participation by all citizens in the economic, political, civic and social life of the country. An important

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[5]See, for example, (1) U.S. Department of Labor, Manpower: Challenge of the 1960's; (2) President's Committee on Education Beyond the High School, Second Report to the President, 1957; and (3) Eli Ginzberg, The Negro Potential, 1956.

task of education today is to help all young people overcome the outmoded racist heritage of the past, and to develop those understandings, values and attitudes which are essential for effective functioning in a multi-racial world.

Segregated education must be adjudged inferior on the basis of both of these criteria.

In the first place, it has been shown by investigation after investigation that predominantly Negro schools in the North and West (let alone the South) are generally inferior schools. In most communities their physical plants are far less adequate than those for white children. Their teachers are among the least effective in the system, and very few of them have any understanding of or concern about the special problems of children from low-income Negro families. Contrary to abundant and accepted scientific evidence, the attitude prevails among professional personnel that "these children can't learn". Largely as a consequence, scholastic achievement levels in such schools tend to be one or two years below those in other schools, sometimes more. Central administrative and supervisory officials, whose creative intervention might make a difference, tend conveniently to neglect these segregated schools. And the pupils -- for whom school life is largely a succession of frustrations and failures -- tend to develop feelings of inadequacy or resentment or both, and to drop out of school as soon as they can.[6]

This general pattern of inferior education has been found to characterize not only the segregated Negro schools of great cities like

[6]These and other "Correlates of School Segregation" are abundantly documented in the forthcoming report on Public School Segregation in the North, by the Commission on School Integration of the National Association of Intergroup Relations Officials.

New York and Detroit, but also those of such smaller communities as Plainfield, New Jersey, and Manhasset on Long Island, New York.

We have not made any direct examination of the quality of the educational program at the Nathaniel Ely School. Nevertheless, we are impressed by the widespread conviction among Ely parents that, except for physical plant, this school suffers much the same weaknesses as have been found in other segregated minority-group schools.

This assertion is not made to indict the professional staff at the Ely School. Such an indictment may or may not be warranted, but that is not our present concern. Rather, our purpose here is to emphasize the inequalities which are always found to be associated with segregated minority-group schools -- whether they be located in Birmingham, Chicago or Norwalk.

It is not surprising that the principal, teachers and central administrators most directly concerned tend to react defensively when the Ely School is called inferior; this is an entirely human reaction. It should be noted, however, that the Ely parents never aired their complaints about inferior education, unprofessional conduct of certain teachers, prejudicial attitudes and climate, and poor home-school communications publicly. Instead, proceeding through proper school administrative channels, they presented their complaints with dignity, sincerity and with documentation which in their judgment was sound and well founded. The most important issue in this situation, however, is the welfare of the children; and more important than the hurt feelings of any of the educators is the inferior education of the children involved. Besides, the real villain in the case is school segregation, an inequitous system in which both the professional staff and the pupils are enmeshed.

Our public school officials know full well that grossly sub-standard scholastic achievement is characteristic of the Nathaniel Ely School; it is revealed to them continually through the city-wide testing program. Are they willing to come before our community with the spurious explanation that "these children can't learn"? Or are they ready, like true professionals, to face up to the facts -- to acknowledge that the learning potential of most pupils at Ely is not being developed, and to take whatever steps are necessary to remedy the situation?

Closely related to the undeveloped learning potential of Negro children in segregated schools -- and even more serious and abiding in its effects -- is the damage done to their personalities. The studies of numerous psychologists, psychiatrists and sociologists attest that school segregation operates to reinforce the psychological hazards which flow from minority-group status in the society generally -- feelings of inferiority, the sense of alienation, distorted self-concepts, and limited aspirations and motivation.[7] Such findings as these were an important basis for the U.S. Supreme Court's 1954 conclusion that "Separate educational facilities are inherently unequal". Said the Court: "To separate them (i.e., Negro school children) from others of similar age and qualifications solely because of their race generates a feeling of inferiority as to their status in the community that may affect their hearts and minds in a way unlikely ever to be undone".

There is no reason whatever to assume that the Negro children who predominate at the Nathaniel Ely School somehow escape the psychological damage which has been found to inhere in school segregation. Quite the

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[7]References dealing with this question are listed at the end.

contrary! More tenable is the inference that, because it nurtures unhealthy emotional development in Negro children, any segregated school is not merely inferior; it is positively harmful.

Nor is it only the minority-group children whose education is impaired by segregated schools. As has often been emphasized by Dr. Kenneth Clark, of the University of the City of New York: "Segregated education is inferior and nonadaptive education for whites as well as Negroes.... The racially segregated school imposes upon white children the inevitable stultifying burdens of petty provincialism, irrational fears and hatreds of people who are different, and a distorted image of themselves".[8]

Moreover, white and Negro children in separate schools are denied the opportunity to learn, through free association with one another during their most critical period of development, that race is no index of human worth. They have no opportunity to develop the mutual respect and cooperative relationships which integrated education alone affords. And this is a serious weakness which the "white" schools of Norwalk share with Nathaniel Ely.

Two of the principles included in the recent policy statement by the New York State Commissioner of Education are especially relevant to the issues here raised:

> . . . the racial imbalance existing in a school in which the enrollment is wholly or predominantly Negro interferes with the achievement of equality of educational opportunity and must therefore be eliminated from the schools of New York State.
>
> The presence in a single school of children from varied racial, cultural, socio-economic, and religious

[8]Kennth B. Clark, "Desegregation: The Role of the Social Sciences", Teachers College Record, Vol. 62, October, 1960.

> backgrounds is an important element in the preparation of young people for active participation in the social and political affairs of our democracy.[9]

Both are valid principles which should be given full expression in the schools of our community.

## What To Do

Last October the Board of Education promised, in a statement of policy, to "try to find ways that are educationally sound and economically feasible to obtain better racial distribution" in the schools; and during recent weeks the Board has been giving serious consideration to this problem. We applaud and support its efforts to achieve school integration, and especially its call for community participation in developing a sound and effective plan.

It would seem that the goal of any such plan should be the complete integration of our schools as quickly as possible -- not only to eliminate the harmful effects of segregation, but also to realize the positive values of integration.

The most urgent need is to desegregate the Nathaniel Ely School. This must be considered a minimum objective to be attained by September, 1963. There remain the tasks of checking and reversing the trend toward minority-group segregation at the Columbus-Lincoln, West Avenue and Benjamin Franklin schools, and of integrating the several "white" schools. Some of these tasks might also be accomplished by next fall; others probably require more time for planning and implementation.

There is no dearth of techniques by which to integrate our schools. This is clear from the Board of Education's brief summary of approaches

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[9]Statement by Dr. James E. Allen, Jr., reported in The New York Times, June 19, 1963.

used in other northern communities.[10]

As the President of Teachers College, Columbia University, noted recently: "The more natural form of integration is to district schools so as to bring in by deliberate planning children of varied background . . . One of the objectives should be to create a student body in each school that will represent as nearly as possible a cross-section of the population of the entire school district".[11] Extensive rezoning to accomplish this objective here warrants serious consideration.

Another approach is to divide the several elementary grades between two (or more) currently "white" and "Negro" schools, assigning all pupils in specified grades to the same school -- e.g., all grade 1 to 3 pupils to one school, and all grade 4 to 6 pupils to another school. This simple and effective approach, often called the "Princeton Plan", has been used extensively in northern communities; and it has real possibilities for several groups of schools in Norwalk.

Still another approach is to close the segregated Negro school or convert it to other uses (e.g., junior high school, or administration), and to distribute its pupils among other schools. This plan has also been used in a number of northern communities, and it could be used here to correct the Nathaniel Ely situation.

Among other administrative devices which have been shown to contribute substantially to school integration, two are especially applicable to our community. One is to locate new schools on sites which are proximate to both white and Negro residential concentrations, and to define their

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[10] The Norwalk Hour, June 14, 1963.

[11] Interview with Dr. John H. Fischer, New York Herald Tribune, May 5, 1963, Section 2, Page 6.

attendance districts so as to include children from both groups. The other is to modify "feeder" patterns -- from elementary to junior high school, and from junior high school to senior high school -- in such a way as to prevent or minimize the disproportionate concentration of one racial group in a given secondary school.

No one of these approaches will suffice to achieve the complete integration of our schools. What is needed is a comprehensive plan which incorporates appropriate features from most of them.

Moreover, the integration plan adopted for our schools must be genuine and substantial; token gestures will not suffice. Again to quote Dr. Fischer: "There is, unfortunately, evidence of a kind of token integration in some northern schools which is just as deplorable as the token desegregation in other parts of the country. It is not enough to be willing to suffer with a patronizing air for appearance's sake the presence of a few children from another neighborhood or another race. If we seriously respect children and want to develop self-respect among them we must go beyond passive acquiescence and tolerance to active acceptance and genuine respect".[12]

One token approach to integration is a system of "free transfers" or "open enrollment", in which parents who make formal application are allowed to send their children to schools outside their districts if there is available space. In one form or another, this plan has been used in several great cities -- notably Philadelphia, where parents bear transportation costs, and New York City, where transportation is paid for by the Board

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[12]Address by Dr. John H. Fischer at Public Relations Conference, New York State Education Department, Albany, N.Y., March 26, 1963.

of Education. Everywhere the result of this approach is to disperse a small proportion of minority-group children among predominantly white schools, but to leave the segregated minority-group schools intact. There is absolutely no excuse for resort to such "tokenism" in a city the size of Norwalk.

In addition to achieving genuine racial heterogeneity in our schools, the integration plan adopted here should include procedures to assure a smooth transition to the new system, with no unwholesome and damaging experiences for any of the children involved. This requires careful orientation in advance for the parents, teachers and pupils of both the sending and receiving schools, and especially for procedures in receiving schools to facilitate the academic and social integration of the in-coming pupils.

Norwalk's school segregation problem although serious, is far less extensive and acute than those which confront many other northern communities. We have confidence that our Board of Education, with the help of organized civic leadership, will be able to cope with this problem in a way which is consistent with sound educational principles and democratic values.

## Some Questions and Answers

There follow brief answers to a few of the questions often asked about proposals to integrate the schools of our community.

1. Is school segregation illegal where there have been no official acts to bring it about?

   The courts have established that school segregation resulting from law or from deliberate action of school authorities is unconstitutional. There has been no final determination of whether so-called "de facto" segregation resulting from residential con-

centrations is also unconstitutional, although trends in litigation suggest that a ruling to this effect is likely to come. For example, during preliminary proceedings last year in a case in Hempstead, Long Island, N.Y., the U.S. District Court declared: "The central constitutional fact is the inadequacy of segregated education. The fact that it is not coerced by direct action of an arm of the state cannot, alone, be decisive of the issue of deprivation of constitutional right. . . Failure to deal with a condition as readily inflicts as does any grosser imposition of it".

2. Will integration negate the educational values associated with the neighborhood school?

To some extent it will, depending on the plan adopted. Even now, large numbers of children on all school levels have to be transported to schools far from their neighborhoods -- as is evident from the fact that the 1963-64 school budget includes more than $100,000 for transportation. Some extension of this practice will probably be necessary. However, the values which school integration offers for all children fully warrant such additional transportation as may be required. As set forth in the principles announced just recently by the New York State Commissioner of Education: "When a 'neighborhood school' becomes improperly exclusive in fact or in spirit, when it is viewed as being reserved for certain community groups, or when its effect is to create or continue a ghetto-like situation it does not serve the purposes of democratic education."

3. Do Negro children really have the ability to learn as well as white children?

Yes, although Negro children from impoverished and culturally barren homes enter school with learning handicaps like those of any other children with similar backgrounds. Two things should here be noted:

(a) Several years ago, a poll was taken of the most eminent social scientists in our country to determine their judgments, on the basis of scientific evidence, concerning racial differences in intellectual performance. It was their concensus "that much, perhaps all, of the observable differences among various racial and national groups may be adequately explained in terms of environmental differences"; and that, "given similar degrees of cultural opportunity to realize their potentialities, the average achievement of the members of each ethnic group is about the same."[13]

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[13]"Statement by Social Scientists", October 16, 1956. Reproduced in Research Reports, Vol. 3, No. 2, Anti-Defamation League of B'nai B'rith. New York, N.Y.

(b) New York City's recent Demonstration Guidance Project showed what can be achieved by socially handicapped Negro and Puerto Rican pupils when compensatory educational opportunities and services are provided, even as late as junior and senior high school. Involved were students from impoverished and broken homes in a slum neighborhood. Almost three-fourths of them had I.Q.'s below 100; and almost all of them were below grade-level in reading, arithmetic and other subjects. After a few years of special educational services, the average student's I.Q. went up 10 points; scholastic achievement increased to grade-level and above; and unprecedented numbers of these students graduated from high school, some of them with honors, and went on to further study.[14]

4. Would it be satisfactory to provide a special program of compensatory services for the low-income Negro children who predominate at the Nathaniel Ely School?

Absolutely not. Compensatory education is no substitute for integration. Our schools should provide these children with special services to help overcome their socially-induced educational handicaps, as should be done with other children who have similar needs; but these compensatory services should be provided in integrated schools.

5. Will the entrance of low-achieving Negro students from Nathaniel Ely tend to lower scholastic standards for white children in the receiving schools?

No. Scientific studies have shown that the achievement of both white and Negro children tends to improve with integration. For example, it was shown by a doctoral investigation in Louisville, Ky., that "the achievement of neither the white pupils nor the Negro pupils suffered during the initial period of integration and instead there were substantial gains."[15]

## Let Us Re-Integrate Now!

When the Springwood Parents Improvement Association wrote the Board of Education recently demanding that the Nathaniel Ely School be desegregated, they were reacting to very real inadequacies in the education of their children. At the same time they were giving expression in Norwalk to the burgeoning movement for civil rights which nowso dramatically confronts our

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[14]Demonstration Guidance Project, Fourth Annual Report: 1960-1961, Board of Education of the City of New York.

[15]Frank H. Stallings, "A Study of the Immediate Effects of Integration on Scholastic Achievement in the Louisville Public Schools", Journal of Negro Education, Vol 28, pages 439-444, Fall, 1959.

entire nation.

When the Official Board of the Norwalk Methodist Church promptly endorsed these parents' demand, they were also reacting to an urgent educational need of our whole community. And they, too, -- like the many other groups and individuals who subsequently spoke out for integration -- were aligning Norwalk with the rising tide of democratic sentiment in our country.

School integration is not something new for our community. It was common only a few years ago; and the time has now come for us to re-integrate. The moral, educational, and civic values cherished by most of the people of Norwalk call imperatively for prompt action to this end.

## Suggested Reading

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2. Dean, John P. and Alex Rose, A Manual of Intergroup Relations; Chicago; University of Chicago Press, 1955.

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4. Maslow, Will, De Facto Public School Segregation; Reprint from Villanova Law Review, Vol. 6, No. 3, Spring, 1961.

5. National Association for the Advancement of Colored People, The Jim Crow School - North and West; New York; The Association, July, 1962 (Pamphlet).

6. Riessman, Frank, The Culturally Deprived Child; New York; Harper and Brothers, 1962.

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